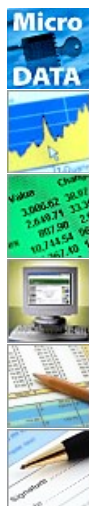


## Summary

### Contents



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## Introduction



### INTRODUCTION

This product provides a range of information about the release of microdata from the 2013 Work Related Training and Adult Learning (WRTAL) survey, including details about the survey methodology and how to use the TableBuilder. A data item list and information on the conditions of use and the quality of the microdata, as well as the definitions used, are also provided.

Microdata are the most detailed information available from a survey and are generally the responses to individual questions on the questionnaire or data derived from two or more questions and are released with the approval of the Australian Statistician.

The WRTAL survey was conducted in April 2013 throughout Australia and is designed to provide statistics about the formal and non-formal learning activities of the population.

### AVAILABLE PRODUCTS

The following microdata products are available from this survey:

- TableBuilder – an online tool for creating tables and graphs.

Further information about this service, and other information to assist users in understanding and accessing microdata in general, is available from the Microdata Entry Page. Before applying for access, users should read and familiarise themselves with the information contained in the User Manual: TableBuilder.

### APPLYING FOR ACCESS

To apply for access to TableBuilder, register and apply in the Registration Centre.

Further information on access steps can be found on the How to Apply for Microdata page on the ABS web site.

## FURTHER INFORMATION

Further information about the survey and the microdata can be found in the various pages associated with this product, including:

- A detailed list of data items for the 2013 WRTAL TableBuilder, available in the Downloads tab
- The Quality Declaration, Abbreviations and Glossary in the Explanatory Notes tab
- Other related products in the Related Information tab.

## SUPPORT

For further support in the use of this product, please contact Microdata Access Strategies on 02 6252 7714 or via [microdata.access@abs.gov.au](mailto:microdata.access@abs.gov.au).

## DATA AVAILABLE ON REQUEST

Data obtained in the survey but not included in TableBuilder may be available from the ABS, on request, as statistics in tabulated form.

Subject to confidentiality and sampling variability constraints, special tabulations can be produced incorporating data items, populations and geographic areas selected to meet individual requirements. These are available, on request, on a fee for service basis. Contact the National Information and Referral Service on 1300 135 070 or [client.services@abs.gov.au](mailto:client.services@abs.gov.au) for further information.

## PRIVACY

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# Survey Methodology



## SURVEY METHODOLOGY

General information about the 2013 Work Related Training and Adult Learning (WRTAL) survey, including summary results, are available in the publication Work-Related Training and Adult Learning, Australia (cat. no. 4234.0).

Detailed information about the survey including scope and coverage, survey design, data collection methodology, weighting, estimation and benchmarking and the reliability of estimates can be accessed from the Explanatory Notes page of that publication. All published summary tables, in Excel spreadsheet format, can be accessed from the Downloads page.

Please note that due to the confidentiality processes inherent in TableBuilder, estimates derived from this product will differ slightly when compared to those published in cat. no. 4234.0. The confidentiality processes applied for the TableBuilder product do not impact on the quality of the data

# File Structure and Content



## FILE STRUCTURE AND CONTENT

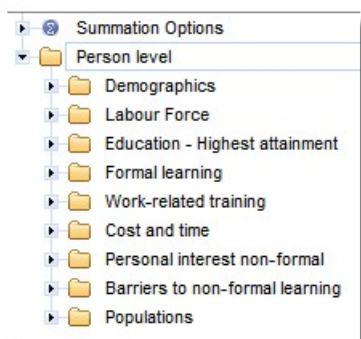
## FILE STRUCTURE

The underlying format of the 2013 Work Related Training and Adult Learning (WRTAL) TableBuilder file is structured as a single person level. This person level contains general demographic information about each survey

respondent such as their age, sex, country of birth and labour force status as well details about recent education and training activities.

When tabulating data, person weights are automatically applied to the underlying sample counts to provide the survey's population estimates.

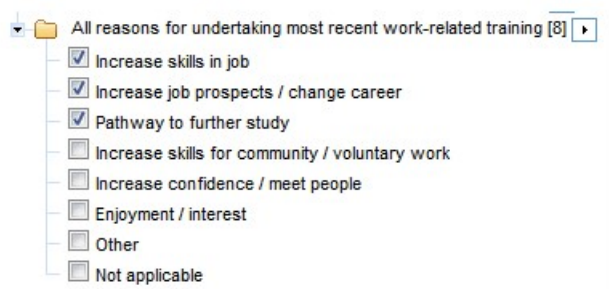
The data items included in the 2013 WRTAL TableBuilder are grouped under the following broad headings. A complete data item list can be accessed from the Downloads page.



## FILE CONTENT

### Multi-Response Data Items

A number of questions included in the survey allowed respondents to provide more than one response. The data items resulting from these questions are referred to as 'multi-response data items'. For example, a person can report several reasons why they undertook their most recent work-related training course - as shown below.



When a multi-response data item is tabulated, the same record (or person in this case) is counted against each response they have provided. As a result each person in the applicable population is counted at least once and some persons are counted multiple times. Therefore, the sum of the individual multi-response categories will be greater than the population or number of people applicable to the particular data item (as respondents are able to select more than one response). However, the total will still remain as the total number of individuals estimated for that particular population of interest. For our example, the sum of the components in the table below is 5,366,500 whereas the total applicable population is 4,612,500 persons

Person weight PAA	Person weight PAA (000's)
All reasons for undertaking most recent work-related training ↑↓⊕⊗	↑↓
Increase skills in job	4,238.4
Increase job prospects / change career	618.8
Pathway to further study	73.2
Increase skills for community / voluntary work	88.3
Increase confidence / meet people	118.6
Enjoyment / interest	169.2
Other	60.0
Total	4,612.5

All multi-response data items can be identified in the data item list by the following label **<Multiple response data item>**.

## Special Codes

For some data items, certain classification values have been reserved as special codes which should not be added as if they were quantitative values. In particular, the value for these codes should be excluded when calculating means, medians and modes. These special codes generally relate to 'invalid' responses such 'Not stated' (e.g. code 99998) and 'Not applicable' (e.g. code 99999).

The data item list in the Downloads tab provides all the categories, including special codes, that are applicable to each data item.

## Continuous Data Items

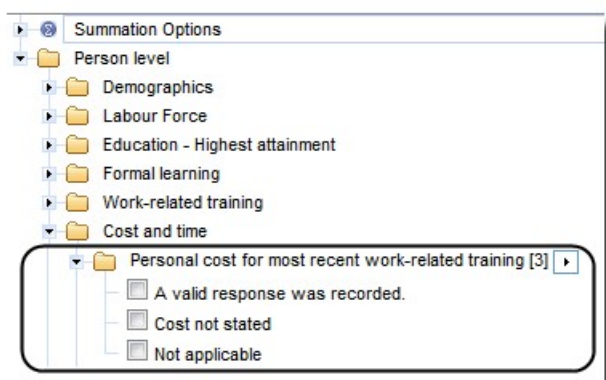
For the WRTAL survey, there are a number of continuous data items that are available for selection from **Summation Options** in the **Customise Table** pane. Continuous data items are generally those data items that can be measured, written as a value in a specified unit and can be placed in ascending or descending order. For this survey, some examples of continuous data include age (in single years), cost (single dollars) and time (single hours). These continuous items can be used to create sums, medians, means and customised ranges.

Most continuous data items have special codes for particular responses (See Special Codes section above). However, these special codes are EXCLUDED from each of the applicable continuous data items available from **Summation Options**, so that the medians and means, etc. are only applied to 'valid responses'. Instead, the data relating to any special code categories are available from a corresponding data item that can be selected from the list of categorical data items under the relevant grouping.

For example, as shown below, the responses for the data item 'Personal cost for most recent work-related training' may be a dollar value in the range \$0 – \$99,990, 'Not stated', or 'Not applicable' for those persons who did not undertake any work-related training.


Personal cost for most recent work-related training	
<Continuous data item>	
Single dollars <\$0..\$99990>	
<Categorical data item>	
c_VALID_CODE_.	A valid response was recorded
99998.	Cost not stated
99999.	Not applicable

The 'valid responses' used for calculating means, medians, etc. are the single dollar values only while the special codes within the categorical data item relate to the 'Not stated' and 'Not applicable' categories and are an estimate of the number of people in these populations. The corresponding 'Personal cost for most recent work-related training' data item, included in the categorical data item list, would be as follows:



It is highly recommended that when interpreting a table of sums, medians or means of a continuous data item, the corresponding categorical data item is also used in a separate tabulation for a complete understanding of all 'valid' and 'invalid' responses.

The following two tables display the types of results obtained when using a continuous data item from Summation Options and the corresponding data item from the categorical level. In this example, the mean or average Personal cost for the most recent work-related training course by Sex has been tabulated from the continuous data item in Summation Options. This shows that the average cost was estimated at around \$185 for men and \$151 for women.

Sex 		Male	Female	Total
Weighted mean of Personal cost for most recent work-related training				
Weighted mean of Personal cost for most recent work-related training		184.8	150.6	164.5

When the corresponding data item from the categorical data item list is cross-tabulated by sex, the results show the estimates of the total population relevant to each category. For example, the table below shows that for the survey population in scope, there was an estimated 8.5 million males aged 15–74 years in Australia. Of these, 2.3 million undertook work-related training and reported their personal cost for their most recent course (i.e. a 'valid response'). A further 15,000 males undertook work-related training but did not state the amount of the cost they incurred, while 6.2 million males did not undertake any work-related training (i.e. Not applicable).

Person weight PAA		Person weight PAA (000's)		
Sex		Male	Female	Total
Personal cost for most recent work-related training				
A valid response was recorded.		2,312.2	2,271.5	4,586.2
Cost not stated		15.0	16.2	27.8
Not applicable		6,215.0	6,314.2	12,521.4
Total		8,535.1	8,602.2	17,141.7

Consequently, when tying these tables together, it shows the size of the population to which the above estimate of the average Personal cost for the most recent work-related training course applies – i.e. An estimated 2.3 million men spent, on average, \$185 on their most recent work-related training course in the last 12 months.

In summary, it is important to use the data item list and be aware of the special codes that may be applicable when interpreting a sum, median or mean of a continuous variable.

All continuous data items can be identified in the data item list by the following label **<Continuous data item>**. The corresponding categorical data item is denoted with **<Categorical data item>**.

## Not Applicable Categories

Most data items included in the TableBuilder file include a 'Not applicable' category. The classification values of these 'Not applicable' categories, where relevant, are shown in the data item list in the Downloads tab. The 'Not applicable' category generally represents the number of people who were not asked a particular question or the number of people excluded from the population for a data item when that data was derived (e.g. Year of Arrival in Australia is not applicable for people born in Australia).

## Table Populations

The population relevant to each data item is identified in the data item list and should be kept in mind when extracting and analysing data. The actual population count for each data item is equal to the total cumulative frequency minus the 'Not applicable' category.

Generally, all populations, including very specific populations, can be 'filtered' using other relevant data items. For example, if the population of interest is 'Employed persons', any data item with that population (excluding the 'Not applicable' category) could be used. While any applicable data item can be used for this filtering process, the WRTAL TableBuilder file also includes some data items that have been specifically derived for this purpose. For example, the population data item 'Persons aged 15–24 years' can be used to filter this population rather than the actual age group data item. The specifically derived population data items are listed in the data item list in the 'Population data items' worksheet.

## Zero Value Cells

Tables generated from sample surveys will sometimes contain cells with zero values because no respondents that satisfied the parameters of a particular cell in a table were in the survey. This is despite there being people in the general population with those characteristics. That is, the cell may have had a value above zero if all persons in scope of the survey had been enumerated. This is an example of sampling variability which occurs with all sample surveys. Relative Standard Errors cannot be generated for zero cells.

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## Summary

### Using TableBuilder



#### USING TABLEBUILDER

For general information relating to TableBuilder and instructions on how to use the features of the TableBuilder product, please refer to the User Manual: TableBuilder (cat. no. 1406.0.55.005).

More specific information applicable to the 2013 WRTAL TableBuilder product, which should enable users to understand, interpret and tabulate the data, is outlined below.

#### COUNTING UNITS AND WEIGHTS

Weighting is the process of adjusting results from a sample survey to infer results for the total population. To do this, a 'weight' is allocated to each sample unit. The weight is the value that indicates how many population units are represented by the sample unit.

As the underlying format of the WRTAL TableBuilder file is structured as a single person level, there is only one weight provided - a person weight. The **Summation Options** section in the **Customise Table** panel in TableBuilder contains this weight. When producing tables the person weights will be automatically applied to tables. All tables produced provide person estimates.

### Data Item List



#### DATA ITEM LIST

The 2013 WRTAL TableBuilder file contains around 20,000 confidentialised respondent records from the survey and includes around 100 data items that are available for cross tabulation (although some restrictions may apply). A complete list of the data items available for use, including relevant population and classification details, can be found in the Excel spreadsheet in the Downloads tab.

The data item list spreadsheet comprises 10 worksheets covering:

- table of contents
- data items on demographic characteristics
- data items on labour force characteristics
- data items on highest educational attainment
- data items on participation in formal learning
- data items on participation in work-related training
- data items on cost and time spent on work-related training
- data items on participation in personal interest learning
- data items on barriers to participation in non-formal learning
- list of population data items.

The "Populations data items" worksheet includes those data items that have been specifically derived to enable easy filtering for particular population groups. For example, the population data item "Persons aged 15-17 years" can be used to filter this specific population in tables rather than using the actual age group data item.



Users intending to purchase TableBuilder should ensure that the data they require, and the level of detail needed, are available and applicable for the intended use.

## Conditions of Use



### CONDITIONS OF USE

#### USER RESPONSIBILITIES

The Census and Statistics Act 1905 includes a legislative guarantee to respondents that their confidentiality will be protected. This is fundamental to the trust the Australian public has in the ABS, and that trust is in turn fundamental to the excellent quality of ABS information. Without that trust, survey respondents may be less forthcoming or truthful in answering ABS questionnaires. For more information, see 'Avoiding inadvertent disclosure' and 'Microdata' on our web page [How the ABS keeps your information confidential](#).

The release of microdata must satisfy the ABS legislative obligation to release information in a manner that is not likely to enable the identification of a particular person or organisation. Therefore, in accordance with the Census and Statistics Act, a confidentiality process is applied to the data in TableBuilder to avoid releasing information that may lead to the identification of individuals, families, households, dwellings or businesses.

Prior to being granted access to TableBuilder, users must agree to the following ABS Terms and Conditions of Microdata Access:

- understand that the ABS has taken great care to ensure that the information on the survey output record file is correct and as accurate as possible and understand that the ABS does not guarantee, or accept any legal liability whatsoever arising from, or connected to, the use of any material contained within, or derived from TableBuilder.
- understand that all data extracted from the survey output record file through TableBuilder will be confidentialised and that as a result, no reliance should be placed on small cells as they are impacted by random adjustment and respondent and processing errors
- users inform the ABS, through their Contact Officer, upon leaving their organisation that their access has been disabled
- not provide their TableBuilder user ID and password access to any other person or organisation.

#### CONDITIONS OF SALE

All ABS products and services are provided subject to the ABS Conditions of Sale. Any queries relating to these conditions should be emailed to [intermediary.management@abs.gov.au](mailto:intermediary.management@abs.gov.au).

#### PRICE

Microdata access is priced according to ABS Pricing Policy and Commonwealth Cost Recovery Guidelines. For details refer to ABS Pricing Policy. For microdata prices refer to the [Microdata prices page](#).

#### HOW TO APPLY FOR ACCESS

Clients wishing to access the microdata should read the [How to Apply for Microdata](#) web page. General microdata information is available via the [Microdata Entry Page](#). To apply for access to TableBuilder, register and apply in the Registration Centre.

#### AUSTRALIAN UNIVERSITIES

The ABS/Universities Australia Agreement provides participating universities with access to a range of ABS products and services. This includes access to microdata. For further information, university clients should refer to the [ABS/Universities Australia Agreement page](#).

#### FURTHER INFORMATION

The Microdata Entry Page contains links to microdata related information to assist users in understanding and accessing microdata. For further information users should email [microdata.access@abs.gov.au](mailto:microdata.access@abs.gov.au) or telephone (02) 6252 7714.



## PRIVACY

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## About this Release

The following microdata products are available from the Survey of Work Related Training and Adult Learning, April 2013.

-TableBuilder

Apply online for access to the TableBuilder at <https://www.abs.gov.au/registration>

Work Related Training and Adult Learning, April 2013 TableBuilder provides data about formal and non-formal learning activities undertaken by Australians, with a particular focus on work-related training. Along with general demographic characteristics of people who undertake training, information available includes the reasons for participation, the time spent and costs. Also covered are the barriers that prevent some people from undertaking training. A detailed list of data items is available on the Downloads tab.

The microdata enables users to tabulate, manipulate and analyse data. Steps to confidentialise the dataset are taken to ensure the integrity of data and maintain confidentiality of respondents. This includes removing any information that might uniquely identify an individual, reducing the level of detail for some items and collapsing some categories.

Approved users can combine information to assess the demographic, educational and employment characteristics of people who do and do not undertake work-related training.

## History of Changes

**This document was added or updated on 17/01/2018.**

**17/01/2018** Field Exclusion Rule restrictions, which only allowed one sub-state geographic data item to be included in any one table, have been removed.

## Explanatory Notes

### Glossary

#### GLOSSARY

##### Australian Qualifications Framework (AQF)

The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework. It was first introduced in 1995.

##### Australian Standard Classification of Education (ASCED)

The ASCED is a national standard classification which includes all sectors of the Australian education system: that is, schools, vocational education and training, and higher education. From 2001, ASCED replaced a number of classifications used in administrative and statistical systems, including the Australian Bureau of Statistics Classification of Qualifications (ABSCQ). The ASCED comprises two classifications: Level of education and Field of education. See Australian Standard Classification of Education (ASCED), 2001 (cat. no. 1272.0).

##### Australian Statistical Geography Standard (ASGS)

Effective from July 2011, the Australian Statistical Geography Standard (ASGS) developed by the ABS, provides the geographic framework for the collection and dissemination of statistics. See Australian Statistical Geography Standard (ASGS): Volume 1 - Main Structure and Greater Capital City Statistical Areas, July 2011 (cat no. 1270.0.55.001).

### **Balance of state/territory**

Comprises the balance of each State/Territory not included in Greater Capital City Statistical Areas (GCCSA). See Australian Statistical Geography Standard (ASGS): Volume 1 - Main Structure and Greater Capital City Statistical Areas, July 2011 (cat no. 1270.0.55.001).

### **Capital city**

Refers to Greater Capital City Statistical Areas as defined by the ASGS. The GCCSAs represent the socio-economic extent of each of the eight State and Territory capital cities. The whole of the ACT is included in the GCCSA. See Australian Statistical Geography Standard (ASGS): Volume 1 - Main Structure and Greater Capital City Statistical Areas, July 2011 (cat no. 1270.0.55.001)

### **Certificate not further defined**

Survey responses are coded to Certificate not further defined (n.f.d.) when there is not enough information to code them to Certificate I, II, III or IV in the Australian Standard Classification of Education (ASCED), 2001 (cat. no. 1272.0), Level of education classification.

### **Classroom instruction**

Method for delivering work-related training involving a teacher, lecturer or presenter. Includes, but not limited to, seminars, lectures, hands-on work or practical exercises, group exercises and laboratory work.

### **Completed (school)**

For schooling up to and including Year 11, the term 'completed' means attendance of a full year of school enabling the student to progress to the next year of school. For Year 12 'completed' refers to the successful completion of Year 12 and attainment of a Certificate or Statement of results.

### **Completed (non-school qualification)**

For non-school qualifications 'completed' refers to successfully passing the required assessment(s) or examination(s) to gain an educational qualification.

### **Consultant**

A consultant refers to a person or organisation hired or contracted by an employer to deliver a work-related training course.

### **Contact activities**

Activities that involve direct contact with a teacher or instructor, for example attending a lecture, seminar or tutorial.

### **Country of birth**

Country of birth has been classified according to the Standard Australian Classification of Countries (SACC), Second Edition (cat. no. 1269.0).

### **Current main job**

The job which a person was employed in during the survey reference week. In cases where the person was employed in more than one job, the current main job refers to the job in which the person worked the most hours.

### **Deciles (SEIFA data items)**

The SEIFA deciles are those as calculated for each Statistical Area Level 1 (SA1) from 2011 Census data and are taken by matching the location of each respondent in the survey with the SA1 they reside in. See Index of relative socio-economic disadvantage and Index of education and occupation.

### **Employed**

Persons who, during the reference week:

- worked for one hour or more for pay, profit, commission or payment in kind in a job or business, or on a farm (comprising employees, employers and own account workers)
- worked for one hour or more without pay in a family business or on a farm (i.e. contributing family workers)
- were employees who had a job but were not at work and were:
  - away from work for less than four weeks up to the end of the reference week
  - away from work for more than four weeks up to the end of the reference week and received pay for some or all of the four week period to the end of the reference week
  - away from work as a standard work or shift arrangement
  - on strike or locked out
  - on workers' compensation and expected to return to their job, or
- were employers or own account workers who had a job, business or farm, but were not at work.

### **Employed full-time**

Employed persons who usually work 35 hours or more a week (in all jobs) and those who, although usually working less than 35 hours a week, worked 35 hours or more during the reference week.

### **Employed part-time**

Employed persons who usually work less than 35 hours a week (in all jobs) and either did so during the reference week, or were not at work in the reference week.

### **Employee**

A person who works for a public or private employer and receives pay for the reference period in the form of wages or salaries, a commission while also receiving a retainer, tips, piece rates or payment in kind. Persons who operated their own incorporated business with or without hiring employees are also included as employees.

### **External training provider**

An external training provider is defined as a person (or organisation) who delivers work-related training and is not classified as either an existing staff member or a consultant hired by the organisation to deliver the training.

### **Field not determined**

Field not determined includes inadequately described responses or where no responses were given.

### **Field of education**

Field of education is defined as the subject matter of an educational activity. It is categorised according to the Australian Standard Classification of Education (ASCED), 2001 (cat. no. 1272.0) Field of education classification.

### **Formal learning**

Refers to any study being undertaken that will lead to a recognised qualification, issued by a relevant approved body, in recognition that a person has achieved learning outcomes or competencies relevant to identified individual, professional, industry or community needs. This includes study for a school qualification. In this survey, if the respondent was still attending school their level of study was recorded as their current year of schooling. If the respondent had left school and was enrolled in study for a qualification they were asked the level of the qualification.

### **Highest year of school completed**

The highest level of primary or secondary education that a person has completed, irrespective of the type of institution or location where that education was undertaken.

### **Incorporated business**

An incorporated business is a company that has a registered business name with the Australian Securities and Investment Commission (ASIC) and a legal status which is separate to that of the individual owners of the business. In this survey individuals who own their own business are asked if that business is incorporated.

### **Index of relative socio-economic disadvantage**

This is one of four Socio-economic Indexes for Areas (SEIFAs) compiled by the ABS following each Census of Population and Housing. The Index of Relative Socio-economic Disadvantage summarises attributes such as income, educational attainment, unemployment and occupation skill levels. The index refers to the area (the

Statistical Area Level 1 (SA1)) in which a person lives, not to the socio-economic situation of the particular individual. The index ranks areas on a continuum from most disadvantaged to least disadvantaged. A low score on the index (i.e. lowest quintile or decile) indicates a high proportion of relatively disadvantaged people in an area. Such areas include many households with low income, people with no qualifications and many people in low skill occupations. It should be noted that it cannot be concluded that an area with a very high index score has a large proportion of relatively advantaged ('well off') people, as there are no variables in the index to indicate this. It can only be concluded that such an area has a relatively low incidence of disadvantage. The SEIFA deciles used in this publication were those compiled following the 2011 Census and are based on SA1 rankings across the whole of Australia. For further information about the indexes, see Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA), 2011 (cat. no. 2033.0.55.001).

### **Index of education and occupation**

This is one of four Socio-economic Indexes for Areas (SEIFAs) compiled by the ABS following each Census of Population and Housing. The Index of Education and Occupation is designed to reflect the educational and occupational level of communities. The education variables in this index show either the level of qualification achieved or whether further education is being undertaken. The occupation variables classify the workforce into the major groups and skill levels of the Australian and New Zealand Standard Classification of Occupations (ANZSCO) and the unemployed. A low index score indicates relatively lower education and occupation levels in the area. For example, an area will have a low score if there are many people without qualifications, or many people in low skilled occupations or many unemployed people. A high score indicates relatively higher education and occupation status of the people living in the area. The SEIFA deciles used in this publication were those compiled following the 2011 Census and are based on SA1 rankings across the whole of Australia. For further information about the indexes, see Census of Population and Housing: Socio-Economic Indexes for Areas (SEIFA), 2011 (cat. no. 2033.0.55.001).

### **Industry**

Industry data is classified according to the Australian and New Zealand Standard Industrial Classification (ANZSIC), 2006 (Revision 1.0) (cat. no. 1292.0).

### **Level of education**

Level of education is a function of the quality and quantity of learning involved in an educational activity. It is categorised according to the Australian Standard Classification of Education (ASCED), 2001 (cat. no. 1272.0) Level of education classification.

### **Level not determined**

Level not determined includes inadequately described responses or where no responses were given.

### **Main Job**

See Current main job.

### **Multiple job holder**

Multiple job holders worked in more than one job during the survey's reference week, or held a second (or more) job(s) from which they were absent.

### **Non-contact activities**

Activities that do not involve contact with a teacher or instructor, for example undertaking research or completing assignments.

### **Non-formal learning**

Non-formal learning activities are structured training courses that do not form part of a formal qualification (e.g. Degree or Certificate) recognised by the Australian Qualifications Framework (AQF).

### **Non-school qualification**

Non-school qualifications are classified according to ASCED 2001 and only include:

- Bachelor degrees or higher comprising bachelor degrees (including honours), graduate diplomas and graduate certificates, masters degrees and doctorates.
- Advanced diplomas and diplomas which include advanced diplomas, associate degrees and diplomas.
- Certificates I–IV including certificates not further defined.

Non-school qualifications may be attained concurrently with school qualifications.

### **Not in labour force**

Persons who were not in the categories employed or unemployed, as defined.

### **Occupation**

Occupation data is classified according to the Australia and New Zealand Standard Classifications of Occupations (ANZSCO), First Edition, Revision 1 (cat. no. 1220.0).

### **On-line instruction**

Method for delivering work-related training. Includes but not limited to self paced learning and training undertaken via the Internet and lectures delivered by a teacher/instructor over the Internet.

### **Organised learning**

Organised learning includes both formal and non-formal learning activities.

### **Own account worker**

A person who operates his or her own unincorporated economic enterprise or engages independently in a profession or trade, and hires no employees. Also includes contributing family workers.

### **Own business**

A person who operates their own unincorporated economic enterprise or engages independently in a profession or trade, with or without employees. Own business also includes people who operate their own incorporated business with or without employees.

### **Participation**

Participation relates to formal, work-related training and personal interest learning undertaken in last the 12 months.

### **Personal costs**

Includes any cost related to the course which were paid for by the participant and not reimbursed by a third party, for example course fees or costs for study materials.

### **Personal interest learning**

Structured non-formal learning courses that do not lead to a qualification, undertaken for reasons not related to work.

### **Qualification**

Formal certification, issued by a relevant approved body, in recognition that a person has achieved an appropriate level of learning outcomes or competencies relevant to identified individual, professional, industry or community needs. Includes school study. Statements of attainment awarded for partial completion of a course of study at a particular level are excluded.

### **Reference week**

The week preceding the day the interview was conducted.

### **Relative standard error**

The standard error expressed as a percentage of the estimate for which it was calculated. It is a measure which is independent of both the size of the sample, and the unit of measurement and as a result, can be used to compare the reliability of different estimates. The smaller an estimate's RSE, the more likely it is that the estimate is a good proxy for that which would have been obtained if the whole population had been surveyed.

### **Remoteness area**

The Australian Standard Geographical Standard (ASGS): Volume 5 - Remoteness Structure, July 2011 (cat. no.1270.0.55.005) is used by the ABS for the dissemination of a broad range of social and demographic statistics. The classification divides Australia into six broad regions (called Remoteness areas), on the basis of their relative

access to services.

### **Statistical Area Level 1 (SA1)**

The Statistical Area Level 1 (SA1) is the second smallest geographic area defined in the Australian Statistical Geography Standard (ASGS). SA1s serve as the basic building block in the ASGS and are used for the aggregation of statistics to larger geographic areas.

### **Section of state**

Section of State categories comprise Major Urban (population clusters of 100,000 or more), Other Urban (population clusters of 1,000 to 99,999), Bounded Locality (200 to 999) and Rural Balance (remainder of state/territory) and, in aggregate, cover the whole of Australia. For more information, refer to Australian Statistical Geography Standard (ASGS): Volume 1 - Main Structure and Greater Capital City Statistical Areas, July 2011 (cat no. 1270.0.55.001).

### **School study**

School study is participation in primary or secondary level education, regardless of the institution or location where the study is, or was, undertaken. It therefore includes such study undertaken in a Technical and Further Education (TAFE) or other institution. For the purpose of this publication school study is classified as participation in formal learning.

### **SEIFA**

See Index of relative socio-economic disadvantage and Index of education and occupation

### **Size of business**

A measure of the size of the business a person works in, in terms of the number of employees within that business.

### **Standard error**

A measure of the likely difference between estimates obtained in a sample survey and estimates which would have been obtained if the whole population had been surveyed. The magnitude of the standard error associated with any survey is a function of sample design, sample size and population variability.

### **Working hours**

Refers to the usual hours that a person works.

### **Work-related training**

Non-formal learning undertaken to obtain, maintain or improve employment related skills and/or to improve employment opportunities (i.e. seeking employment, promotion or starting own business). Work-related training courses have a structured format but do not lead to a qualification.

### **Unemployed**

Persons who were not employed during the reference week, and:

- had actively looked for full-time or part-time work at any time in the four weeks up to the end of the reference week and were available for work in the reference week, or
- were waiting to start a new job within four weeks from the end of the reference week and could have started in the reference week if the job had been available then.

### **Unincorporated business**

A business in which the owner(s) and the business are the same legal entity, so that the owner(s) are personally liable for any business debts that are incurred.

### **Year of arrival in Australia**

The year a person (born outside Australia) first arrived in Australia from another country, with the intention of staying in Australia for one year or more.

# Abbreviations

## ABBREVIATIONS

ABS	Australian Bureau of Statistics
ANZSCO	Australian and New Zealand Standard Classification of Occupations
ANZSIC	Australian and New Zealand Standard Industrial Classification
AQF	Australian Qualifications Framework
ASCED	Australian Standard Classification of Education
ASGC	Australian Standard Geographical Classification
ASGS	Australian Statistical Geography Standard
CAI	computer assisted interviewing
ERP	estimated resident population
IEO	Index of Education and Occupation
IRSD	Index of Relative Socio-economic Disadvantage
LFS	Labour Force Survey
n.f.d.	not further defined
RSE	relative standard error
SA1	Statistical Area Level 1
SACC	Standard Australian Classification of Countries
SE	standard error
SEIFA	Socio-Economic Indexes for Areas
SET	Survey of Education and Training
TAFE	Technical and Further Education
WRTAL	Work Related Training and Adult Learning

## Quality Declaration - Summary

### QUALITY DECLARATION

#### INSTITUTIONAL ENVIRONMENT

For information on the institutional environment of the Australian Bureau of Statistics (ABS), including the legislative obligations of the ABS, financing and governance arrangements, and mechanisms for scrutiny of ABS operations, please see ABS Institutional Environment.

TableBuilder files are released in accordance with the conditions specified in the Statistics Determination section of the Census and Statistics Act 1905 (CSA). This ensures that confidentiality is maintained whilst enabling micro level data to be released. More information on the confidentiality practices associated with TableBuilder can be found at the Survey Confidentiality Page.

#### RELEVANCE

The Work Related Training and Adult Learning (WRTAL) survey provides a range of information about formal and non-formal learning activities undertaken by Australians, with a particular focus on work-related training. Data is presented along side general demographic, educational and employment characteristics. The data available includes participation rates for work-related training and personal interest learning, the reasons for participation, the time spent undertaking the most recent training and personal costs incurred. Also collected is information on the barriers that prevent people from undertaking training.

Work-related training plays a crucial role in developing and sustaining skilled and competent employees. For the individual, work-related training helps enhance personal and professional development and builds new capabilities for career advancement or a change in occupation. For businesses, it improves workplace performance and productivity.

As a result of this survey being supplementary to the Labour Force Survey (LFS), persons excluded from the LFS were also excluded from this survey (see Explanatory Notes of Labour Force, Australia (cat. no. 6202.0) for standard LFS exclusions). Additional exclusions from this survey were persons aged 75 years or older, persons living in non-private dwellings and persons living in Indigenous communities.

#### TIMELINESS



The first WRTAL survey was conducted in April 2013 and is expected to be collected every four years, with the next iteration planned for January 2017.

## **ACCURACY**

The microdata generally contains finer levels of detail for data items than what is otherwise published in other formats, for example, in Work-Related Training and Adult Learning, Australia (cat. no. 4234.0). For information on the level of detail provided, please refer to the data item list in the Downloads tab.

Steps to confidentialise the data made available in TableBuilder are taken in such a way as to maximise the usefulness of the content while maintaining the confidentiality of respondents selected in the survey. As a result, it may not be possible to exactly reconcile all the statistics produced from TableBuilder with other published statistics. Further information about the steps taken to confidentialise the microdata is available through the Survey Confidentiality Page.

## **COHERENCE**

This is the first time the WRTAL survey has been conducted, and as such no other data is available for direct comparison.

Although data presented in WRTAL are similar to that collected in the Survey of Education and Training (cat. no. 6278.0), data between the two surveys should not be directly compared due to the different collection methodologies used. The Explanatory Notes section included in the Work-Related Training and Adult Learning, Australia (cat. no. 4234.0) publication provides more detailed information on the differences between the two surveys.

## **INTERPRETABILITY**

The information within this product is the key source for reference when using TableBuilder. Included is information about survey objectives, methodology and design, survey content, data quality and interpretation and information about the file structure of the microdata.

The Explanatory Notes section of Work-Related Training and Adult Learning (cat. no. 4234.0) should also be referred to as it includes further information on survey methods and design, comparability with previous surveys and summary results.

## **ACCESSIBILITY**

Microdata products are available to approved users. Users wishing to access TableBuilder should read the Registration basics and How to register web pages, before applying for access through the Registration page. Users should also familiarise themselves with information available via the Microdata Entry Page.

A full list of all available microdata can be viewed via the List of expected and available Microdata.

Any queries regarding access to microdata can be forwarded to [microdata.access@abs.gov.au](mailto:microdata.access@abs.gov.au) or phone (02) 6252 7714.

The ABS Privacy Policy outlines how the ABS handles any personal information that you provide to us.